AUTHOR INDEX

Afemikhe, O. A. 231
Afolabi, E. R. I. 201
Akpe, C. S. 221, 243
Alonge, M. F. 227

Balogh, G. 7
Báthory, Z. 3, 277, 291, 301

Chye, Y. O. 263, 301

Demeter, K. 57
Doran, R. L. 263, 277, 291, 301, 355, 365, 393
Dörnyei, Z. 47

Eilam, B. 165
Ekane, W. N. 207
Elley, W. B. 191
Erinosho, S. Y. 247

Fazekas, G. 7
Finegold, M. 165

Gecsö, E. 7

Hajdu, S. 23

Igwe, G. O. 221
In-Jae, I, 301

Jacobson, W. 301

Kárpáti, A. 111
Kay, C. 319
Kojima, S. 277

London, N. A. 179

Mangubhai, F. 191
Miller, J. 301
Miyake, M. 301
Mordi, G. 253

Nagy, A. 75
Nagy, J. J. 67
Nagy, S. 85

Osujih, M. 237
Owuamanam, T. O. 201

Radnai, Z. 123
Rosier, M. 319

Sawin, E. I. 149
Szebenyi, P. 105
Szekszárdi, J. 97

Tamir, P. 263, 277, 291, 301, 319, 355, 365, 393
Terwel, J. 133

Van den Eeden, P. 133
Vári, P. 37, 301

SUBJECT INDEX

Ability grouping 166
Agriculture as Environmental Science 304
Aptitude, sensitivity to learning environment 133, 138
Arithmetic, Hungary 27
Art criticism skills, Hungary 111–122
Assessments, consistency 149–163
Associate Certificate in Education 243, 244

Background variables
  achievement in mathematics 33
  achievement in practical skills 373, 384, 397
  speech 72
Behavior 101
Bilingual program in Cameroon 207–220
Biology, Hungary 8, 17

Cameroon, bilingual program 207–220
Central curriculum, equal opportunities, Hungary 31
Chemistry, Hungary 8, 14
Class composition 144, 167
Co-educational schools, performance in physics 247–252
College teaching practice 221–226
Computer literary, Hungary 37–46
Consistency, assessments 149–163
Consumer evaluation, mathematics curricula in Nigerian university 231–235
Cooperative learning, mathematics 133–148
Corporeal development and physical performance 85–95
Counselling Effectiveness Rating Scale 202
Counsellors, qualifications, experience and religious inclinations 201–206
Curriculum evaluation, multilevel analysis 133–148

Development, physical performance 85–95
Differentiated teaching 136
Disadvantaged students, heterogeneous class 165–178

Education provision in Trinidad and Tobago, spatial evaluation 179–190
Effective Teacher Evaluation 222
Elaboration skills, arithmetic 28
England, FISS 268
English teaching, Hungary 47–56
Environmental health, schools 237–241
Environmental studies, Hungary 11, 17
Equal opportunities, new mathematics, Hungary 31
Equipment and materials, SISS 340–345

Father's profession, mathematics achievement in Hungary 33
Field laboratory 265
FISS
  assessment of practical work 267
  SISS comparisons 401
Foreign language teaching, Hungary 47–56, 123–130
Freudenthal model 133

Gender
  computer literacy, Hungary 43
  mathematics, Hungary 25
  practical skills testing 373, 385, 397, 405
Generalizability 149
Group practical tests 269

Health, Hungarian youth 101
Heterogeneous class 165–178
Heterogeneous grouping 136
History, Hungary 105–109
Home background
  mathematics achievement, Hungary 33
  speech, Hungary 72
Home-to-school distance 183
Home-work, heterogeneous class 172, 174
Hungary
  achievement surveys 3
  aims of education 94–104
  art criticism 111–122
  computer literacy 37–46
  English 47–56, 124
  history teaching 105–109
  literature 75
  mathematics 23–36
  physical performance and development 85–95
  practical skills testing 367–391, 396
  reading habits 76–82
  reading skill 57–65
  Russian 49, 123–130
  science 7–21, 301
  speech 67–74
  structure of education system 5

IEA, Hungary, achievement surveys 4
Infantilization 77
Instructional behaviour, science 255
Integration, junior high school entry populations 165, 168
International Description of Science Instruction 254
International Institute of Education Planning 182
Inventiveness, arithmetic problems 28
Israel
practical skills testing 367–391, 396
science education 304

Japan
FISS 268
science education 307
SISS, practical skills testing 367–391, 396

Kinematic techniques 85
Klopfer, L. E. 270, 277, 278, 280, 346
Knowledge of Surroundings 301
Knowledge/skills 265
Korea
practical skills testing 367–391, 396
science education 309

Laboratories
conditions for teaching practical skills 291
function of 263
Hungary 303
Israel 306
Japan 309
Korea 311
process skills 266
Singapore 314
types of practical tests 269
United States 316
Language instruction, Cameroon 207
Language schools, Hungary 51
Language teaching, Hungary 47–56, 67–74, 123–130
Learning by doing 296
Learning environment
heterogeneous class 166
sensitivity of aptitude groups 133–148
Leisure time, reading 76
Library use 78
Literature teaching, Hungary 75
Location-allocation 182

MATAL project 305
Mathematics
cooperative learning 133–148
Hungary 23–36
Mathematics achievement test, application of Rasch model 227–230
Mathematics curriculum, consumer evaluation in Nigerian university 231–235
'Mathematics for All' 134
Moral attitude 99
Mother tongue skill, Hungary 67–74
Multilevel analysis, cooperative learning in mathematics 135
Multiple-choice, reading tests 191–199

New mathematics, Hungary 23
Nigeria
consumer evaluation of mathematics curricula 231–235
environmental health in schools 237–241
part-time teacher education 243–245
science instruction 253–259
single-sex and co-educational schools 247–252
teaching practice 221
Nigerian Certificate in Education 243

Open-ended questions, reading tests 191–199

Part-time teacher education 243–245
PERCIA-scale 135
Performance in single-sex and co-educational schools 247–252
Physical performance, Hungary 85–95
Physics
Hungary 8, 12
Nigeria 247–252
Poetry 80
Practical skills testing, science 263, 393
conditions for teaching laboratory skills 291
instruments and supporting materials 319
procedures used 277
profiles of educational systems of countries participating in 301
results 365
scoring guidelines 284, 355
SISS 270, 277
types of tests 269
Private tutoring, heterogeneous class 172
Process exercises, SISS 320–339, 346, 348
Process skill testing 277

Rasch model, application to mathematics achievement test 277–230
Reading habits
heterogeneous class 172
Hungary 75–83
Reading skills, Hungary 57–65
Reading tests, multiple-choice and open-ended items 191–100
Reliability assessment 149–163
Religion, counselling effectiveness 201–206
Replicated samples, assessing reliability 149
Russian teaching, Hungary 49, 123–130

Sandwich programmes, teacher education 243
School environment, achievement in practical skills 397
School location 183
School quality 167

Science
  Hungary 7–21
  model of performance in 272
Science curriculum, laboratory practical skills 291
  Hungary 302
  Israel 304
  Japan 307
  Korea 309
  Singapore 312
  United States 315
Science facilities 296
Science instruction, pupils' perception 253–259
Science, practical skills testing 263, 393
  conditions for teaching laboratory skills 291
  instruments and supporting materials 319
  procedures used 277
  profiles of education systems of countries participating in 301
  results 365
  scoring guidelines 284, 355
  SISS 270, 277
  types of tests 269
Science teachers, laboratory practical skills 293
  Hungary 302
  Israel 305
  Japan 308
  Korea 310
  Singapore 312
  United States 316
Scoring, practical skills tests 355
Sentences, speech, Hungary 68
Singapore
  practical skills testing 367–391, 396
  science education 311
  science teachers 295
Single-sex schools, performance in physics 247–252
SISS, practical skills tests 270, 277, 393
  conditions for teaching laboratory skills 291
  FISS comparisons 401
  instruments and supporting materials 319
  results 365
  sampling 286
  scoring guidelines 284, 355
Skills/knowledge 265
Socioeconomic background, classroom integration 169
Spatial evaluation, education provision in Trinidad and Tobago 181–190
Speech, Hungary 67–74
Sports, Hungary 85
Stigmatization 166, 169
Student teachers 221–226

Teacher behaviours, science instruction 255
Teacher education, part-time, Nigeria 243–245
Teacher effectiveness 222
Teaching practice 221–226
Television watching 76
Trinidad and Tobago, spatial evaluation of education provision 179–190

United States
  practical skills testing 367–391, 396
  science education 314
University programs, consumer evaluation of mathematics 231–235